

HOW THE STUDENTS TRANSFER FROM THEORETICAL PHASE TO PRACTICAL IN CLINICAL SKILLS CENTERS: A QUALITATIVE STUDY

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One of medical studying characteristics is necessity of learning practical skills besides knowledge and theoretical fields. This medical knowledge characteristic has resulted in that students with their professors learn and practice the medical skills practically in hospitals. In recent decade by being sceptical the learning processes, importance of values concerned with medical ethics traditional have been doubted procedures and now, the practical programmers in worldwide have been prepared on models; and clinical skills centres (CSC) have been established for this reason. Considering the practical programmers as newly established in the university, and whereas a CSC needs a flexibility in designing and adjusting learning periods. We decided to study how to affect in CSC on transferring the students from theoretical process to practical process.

This study is a qualitative study which uses content analysis. Data were collected through aim – oriented sampling. Information was accumulated by semi- structural interview. In principal the interview was done with 23 (4 teachers, 10 intense, 9 trainees) data was analyzed by coding that was done in two steps: open coding and axial coding.

Finally, 4 main categories were obtained: effective individual on learning, factors of decreasing instruction, progression of instruction and results of instruction in CSC which have effects on transferring process of the students from instructions to practice.

Results show that effective clinical instruction is a multi– dimension process and like other programmers it needs an accurate programming and suitable environment with attending to all dimensions. There is a direct relationship in learning and obtaining clinical skills with factors such as motivating the students, professor supervising on learning and obtaining the skills, student's from learning process to practice is prepared.

Keywords: instruction; CSC workshop; transferring process; clinical capability